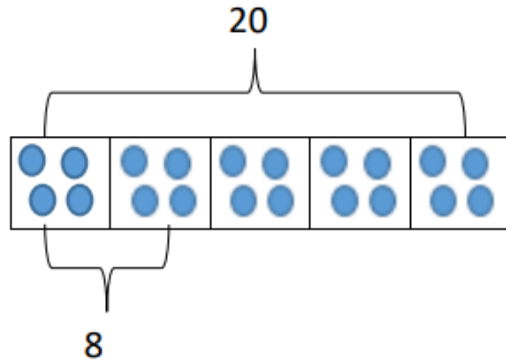


KIRF: Fractions of amounts

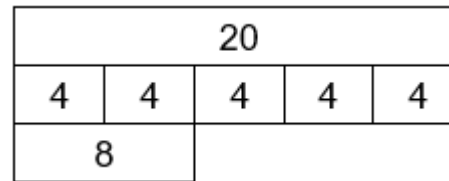
Pupils should already be to find fraction of amounts mentally.

What can this look like?

Concrete:



Pictorial:



Abstract:

$$\frac{1}{5} \text{ of } 20 = 4$$

$$\frac{2}{5} \text{ of } 20 = 8$$

$$\frac{3}{4} \text{ of } 32 = 24$$

$$\frac{3}{4} \text{ of } 700 = 525$$

Questions to ask at home

What is $\frac{3}{5}$ of 25?

Can you draw a bar model to represent $\frac{2}{3}$ of 60?

Key vocabulary

Denominator: The bottom number in a fraction. Shows the number of equal parts in the whole.

Non unit fraction: A fraction where the numerator is not one.

Numerator: The top number in a fraction. Shows how many parts we have.

Unit fraction: A fraction where the numerator is one.

Things to try

Solve it: $\frac{3}{5}$ of ____ = 15 Use the bar model to help you. How many parts are in the whole? How many parts do you have? How many parts does the 15 represent?

Prove it: use the bar model to prove $\frac{4}{7}$ of 56 = 32 is correct.

Websites:

<https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3>

<https://mathsframe.co.uk/en/resources/resource/264/Crystal-crash-fractions-numbers>